

QUALITY EDUCATION UNDER THREAT IN TEACHER TRAINING COLLEGES: A CASE STUDY OF NAIROBI COUNTY, KENYA

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Quality of education, which manifests itself in many forms, has remained elusive. School administrators, teachers, students, parents and education stakeholders have complained of falling standards. Hence the need for investigation of the state of affairs and the mitigating factors. One of these forms of concern under threat includes teachers' preparation in training colleges. The questions emerging here were: Why tutors are not able to train competent teacher trainees? Could there be a problem with their teaching methodologies and competencies in their areas of specialization? The purpose of the study was to investigate the strategies for enhancing teacher educator competencies so as to improve the quality of education in teacher training colleges in Nairobi County. Resistance and Change Theory guided the study. The study used case study design. The researcher used 10% as population sample size for education policy makers, teacher educators and teacher- trainees. The target sample was 10 education policy makers, 1 teacher training college, 1 teacher training college principal, 10 teachers and 50 teacher trainees. A simple random sampling technique was employed in the study. Questionnaires were administered to education policy makers, teacher educators, teacher trainees while the college principal was interviewed. Document analyses on key education policies were undertaken. The study findings were: despite of the availability of the qualified teacher educators, teacher competencies remained elusive; traditional teaching methods were in use; monitoring of quality of teaching by quality assurance was low and far between; teacher educators were hardly exposed to professional development and research opportunities for improving their teaching methodologies; insecurity impacted negatively on the teachers level of preparedness; in addition, insecurity affected them psychologically, economically and socially; The conclusion drawn from this result was that education quality in teacher training colleges in Nairobi County was under threat due to waning competencies. Therefore, urgent measures should be put in place in order to reverse the trend. Some of the recommendations were that stakeholders to be pro-active in coming up with workable solutions; stakeholders to be proactive in addressing issues touching on competencies and of quality education in teacher training colleges; in servicing teachers on teaching methodologies; teachers to embrace e-learning; the teachers to be part of the changes; Quality and standards assessment of quality to education should be strengthened and corrective strategies for enhancing teacher competencies in teaching to be enhanced; adequate proactive strategies ought to be developed to effectively address security challenges in teacher training colleges.

Key words: Teacher Education, Education Quality, Competences, Threat

The education in Kenya provided to Kenyan students' must be quality and relevant to address the challenges facing the society such as respect to human rights, drugs and substance abuse, violation and social exclusion (Cabinet Secretary, Ministry of Education Science and Technology, February, 2015).

Introduction

Quality education that manifests itself in many forms has remained elusive. School administrators, teachers, students, parents and education stakeholders have complained of falling standards. Globally, teacher issues in teacher education have continued to attract world

attention and quality of education relating to teacher preparation in the 21st century is under threat. According to Darling Hammond (2012), a high quality system of learning and teaching for developing teachers should be well grounded, coherent and consist of high quality curriculum materials and assessments.

Education is an investment in human capital and a key determinant of economic growth of a country (RoK, 2005). Quality of education therefore is the degree under which education is considered to be of a high standard, satisfies the basic needs pertaining to learning while enriching learners experience (RoK, 2010). Teacher education is a foundation of any established system, a launch pad for economic progress and a custodian of culture of a given society. Teacher education prepares teachers for the society, equips teachers with necessary skills and competences required for the achievement of goals of the education system (Kafu and Simwelo, 2015). Successful implementation of teacher education curriculum, involves acquisition of knowledge in a subject area and pedagogical skills by the teacher trainee enabling him/her to be an effective imparter of knowledge influencing all aspects of education (RoK, 2012). This view was strengthened by the Sessional paper No. 6 of 1988 on Education and Manpower Training for the Next Decade and Beyond that laid emphasis for Kenya on the need for developing and promoting teacher education programmes in Kenya (RoK, 1988).

Kenya is a signatory to international commitments in education including the Millenium Development Goals (MDGs) and Education for All (EFA) goals, which emphasizes provision of quality education. Goal 3 of the Dakar framework EFA goals is to enhance education access and promote quality education while Goal 6 calls for improving all aspects of quality education by promoting excellence for all to achieve measurable learning outcomes especially in literacy, numeracy and life skills' (UNESCO, 2000). The Kenya's Basic Education Act of 2013 section 4 reiterates the government commitment to provision 'of quality and relevant' education to meet national objectives (The Laws of Kenya, 2013).

This paper sets out to discuss the status of education quality in teacher training including the challenges and the strategies for enhancing teacher competencies to improve quality of education in teacher training colleges in Nairobi County.

Status of Education Quality in Teacher Training Colleges in Kenya

Provision of quality education and training requires that people involved possess the capacities and skills commensurate to the tasks they undertake. The existence of gaps between competencies and responsibilities of those assigned to undertake education provision has been documented (RoK, 2005). One wonders whether teacher educators (tutors) have the necessary competences to prepare teacher trainees for primary school classrooms.

The socio-economic challenges of the 1960s saw Kenya struggled to attain self-rule and became independent in 1963. The Sessional Paper No. 10 of 1965 identified national developmental challenges as poverty, disease and ignorance. These issues were regarded as vices that needed eradication, if the country was to realize its developmental goals (GoK, 1964). Today the same concerns still exist in the society, despite the paper outlining the key national educational objectives, priorities and strategies. Despite the several education committees, commissions and presidential working parties that were formed to address various challenges in different levels of education and training including teacher quality of education in teacher training remains under threat (RoK, 2010).

Kenya has continued to show tremendous progress in promoting access to education. According to Kenya Economic survey (2011), the evidenced based data showed that teacher trainee enrolments in teacher training have been increasing.

The teacher trainees' data disaggregated by gender, in teacher training colleges are summarized in Table 1.

Table 1: Teacher Trainees Enrollment by Year and Sex from 2006-2010

TYPE OF INSTITUTION / CERTIFICATION	2006		2007		2008		2009		2010	
	Male	Female								
Public Primary Teachers (P1)										
First Year	4201	4589	4621	4435	4134	3908	4121	4313	4579	4763
Second Year	4589	4334	4201	4589	4601	4402	4260	3944	4233	4175
Sub Total	8790	8923	8822	9024	8735	8310	8381	8257	8812	8938
Private Primary Teachers (P1)										
	1474	1586	1524	1599	2672	2702	3453	4231	4353	4287
Sub Total	10,264	10,509	10,346	10,623	11,407	11,012	11,834	12,488	13,165	13,225
Diploma Teachers										
First Year	359	295	422	301	452	204	365	322	460	328
Second Year	301	261	359	295	403	297	445	198	361	311
Third Year	344	287	301	261	358	293	385	287	441	175
Sub Total	1004	843	1082	857	1015	794	1195	807	1262	814
TOTAL	11,268	11,352	11,428	11,480	12,422	11,806	13,029	13,295	14,427	14,039
GRAND TOTAL	22,260		22,908		24,228		26,324		28,466	

Source: Kenya Economic Survey, 2011, pp. 53

As shown in Table 1, data indicates that in primary teacher training colleges, teacher trainee enrolment rose from 22,620 in 2006 to 28,466 in 2010 representing 20.5 percent increase. The enrolment in 3 Diploma teacher-training colleges rose from 1,847 in 2006 to 2,076 in 2010 representing 11.03 percent increase. In the private primary teacher training colleges' student enrolment rose from 3,060 in 2006 to 8,460 in 2010 representing 65.9 percent increase. Kenya has continued to collaborate with the private sector institutions with the aim of opening up and creating opportunities for students to pursue teaching career while encouraging lifelong learning.

The number of teacher training educational institutions, critical for accelerating quality and access to education increased between 2006 and 2013 and the trend of the expansion are summarized in Table 2.

Table 2: The number of Teacher Training Colleges in Kenya from 2006 to 2013

Institutions	Years							
	2006	2007	2008	2009	2010	2011	2012	2013
Number of Teacher Training Colleges (Pre Primary)	30	33	96	71	121	122	125	131
Teacher Training Colleges (Primary)	30	33	96	105	110	112	118	123
Teacher Training Colleges(Secondary)	3	3	3	3	3	3	3	3

Source: (Kenya Economic Survey, 2011,pp. 53 & MOEST, 2015)

Table 2 indicates that the number of Teacher Training Colleges in Kenya increased from 30 in 2006 to 131 in 2013 in Pre Primary representing 77.6 percent increase. During the same period the number of teacher training institutions rose from 30 in 2006 to 123 in 2013 in Primary representing 75.6 percent increase. There was no increase of establishment of Diploma Teacher Training Colleges stagnated during the period remaining at three and included Kibabii, Kagumo and Kenya Technical Training College.

Despite Kenya's commitment to carrying out monitoring and quality assessments in educational institutions, education reports indicate the shortage of required staff. The shortage of Quality Assurance and Standards officers was estimated at 745 in 2008 and 721 in 2009. Although the officers carried out quality assessments by covering training colleges the number of assessments increased from 181 in 2008 to 339 in 2009 and falling to 243 in 2010 (RoK, 2010).

Teacher Educator Competences and Teacher Preparation

In teacher training, teacher educators are significant resources in teaching and learning processes. Despite Kenya showing progress in its continued pursuit to quality education in teacher training colleges, the WEF (World Education Forum) in Dakar, Senegal noted that countries of the world continue to face challenges in defining the meaning, purpose and the content of basic education in contextually fast changing world. The Forum noted that Sub Saharan Africa continued to focus on easy to reach targets yet quality is very important in education endeavors (UNESCO, 2000).

The aim of teacher education programme in Kenya is for developing professional attitudes, communication skills and values by equipping teachers with knowledge and ability to identify education needs of the learners (RoK, 2005). However, teacher educators have not been able to train competent teacher trainees for the classroom (RoK, 2012). However, teacher educators have not been able to train competent teacher trainees for the classroom (RoK, 2012).

The research evidence and literature synthesis has displayed capacity gaps by tutors relating to teachers' competences in Kenya. The education report assessing the achievement of EFA goals noted the lack of proper teacher preparation in teacher education, teacher educators are resistant to change their instructional practices and the impact of teacher training in teaching of learners is questionable (RoK, 2010). In addition, the Education Taskforce report on the alignment of education to the Constitution of Kenya 2010 found out that teacher training faces enormous challenges. There is; limited harmonization and accreditation of programmes in in-service (INSET) education and training, confusion over minimum qualification of teacher entry grades, overemphasis on capacity development on certain subject areas and limited funds hindering access to INSET programs.

The report further noted that teacher training in pedagogy is in doubt and there is lack of follow-up of pre service teachers after beginning their teaching to assess their mastery in pedagogy and content (RoK, 2012). In addition, poor teacher preparation is evident in primary schools where teachers use transmission teaching making learners to be passive. In addition,

teachers lack opportunities for in-service to allow for continuous skills upgrading (RoK, 2005).

Other evidenced- based research shows that teacher education continues to experience challenges hindering effective preparation of teachers in Kenya. Kafu (2011) noted that limited funding and resources for teacher education programmes constraints effective teacher preparation in teacher training colleges in Kenya. In addition, Wafula (2012) explained in a research paper that the teacher poor mastery of the subject matter (Oral literature), negative attitudes towards the subject, inadequate learning materials and resources that hampers achievement of teacher quality.

Therefore, achieving quality education in teacher training requires real change in pursuit for excellence to built necessary teacher competences. A competency goes beyond knowledge and skills to having ability to meet complex society demands (OECD, 2005). It is the ability to perform complex acts with ease, precision and adaptability (EU, 2013). Teachers should be concern with damning education reports and research evidence indicating their teaching inadequacies.

Teacher competencies in teaching entail acquisition of tacit and explicit knowledge, cognitive and practical skills that involve motivation, value orientation, beliefs and emotions. In addition, teacher competences involves; equipping teachers with the ability to meet complex demands teachers acting appropriately and professionally; teachers thinking reflectively, undertaking tasks efficiently and effectively; wider systemic views on teacher professionalism on multiple levels (individual, the school, the local community including the professional networks (EU, 2013; OECD, 2005).

Today's teachers need to be prepared to provide technology supported learning opportunities for the students (UNESCO, 2008). According to European Commission, the roles and expectations for teachers are changing as they; teach in multicultural classroom environment, integrate with students with challenges (special needs), and adapt to use of ICT in teaching. Teachers should strive to; acquire essential competences to enhance their effectiveness in the classroom and raise students' achievement and take initiatives of developing teaching competences in the fast changing (EU, 2013).

As Barber and Mourshed (2007) noted, the best performing school systems are those that continues to remain focused and improving instruction in three areas including; getting the right people to become teachers; developing them into effective instructors and ensuring systems and targeted support are put in place for children to benefit from 'excellent instruction' resulting in improved learning outcomes.

Strategies for Improving Teacher Competences in Teacher Training Colleges

Despite the issues that underpin the achievement of quality education in teacher training colleges, Kenya has formulated education policies and legislative framework in furtherance of education objectives in the country.

Implementation of Education Policies to improve the Provision of Education Quality

The Sessional Paper No. 14 of 2012 on reforming education and training sector in Kenya provide for continuous education reforms at all levels of education to meet the education quality standards. The policy on teacher management aims at ensuring persons entering teaching service fulfils all the requirements such as having necessary qualifications, registration, recruitment and being maintained through deployment, promotion and discipline (RoK, 2012).

Establishment and Implementation of Legislative and Institutional Frameworks to Improve the Provision of Education Quality

In the efforts to address quality assurance in learning institutions, Ministry of Education Science and Technology, through the Basic Education Act of 2013 and Technical Vocational Education and Training Act of 2013, has established Education Standards and Quality

Assurance Council (ESCAC) in the institutions of basic education and Technical Vocational Education and Training Authority (TVETA) in Science and Technology. The aim of the institutions is to administer education policies and guidelines relating to quality education, oversee and supervise curriculum implementation, evaluate and monitor standards and quality in basic and tertiary education (RoK, 2012/2013). In addition, the Kenya ICT educational strategy developed in 2006, guide the integration of ICT into education (RoK, 2006). However, effective education policies must be clear, coherent, provide direction on what is to be implemented both in the short term, medium, and long term by the institutions involved.

Other institutions charged with promoting quality of education include; Kenya Institute of Curriculum Development that deals with developing national curricular for all levels of education except the university. The Kenya National Examination Council that deals with setting, maintaining standards and conducting national examination for school and post-school institutions excluding the universities. In addition, Teachers Service Commission that deals with to ensuring high standards of education and training for teachers entering the service, facilitating professional development and career progression for teachers monitoring the conduct and performance of teachers in the teaching service (RoK, 2012; The Laws of Kenya, 2012). MOEST continues to address the education quality by coordinating capacity-building programmes of education managers at Kenya Education Management Institute, Centre for Mathematics, Science Technology in Education (CEMASTEA) (MOEST, 2015).

Professional Learning and Teacher Competences

Strengthening teacher educator competencies is a matter of commitment by the stakeholders involved. Professional skills and knowledge enhances teacher quality in teacher training enabling students to achieve high quality education. By identifying their weak teaching areas and attaining particular competency standards, teachers apply professional knowledge and skills to facilitate learning (Government of Western Australia, 2004). Sanyal (2013) posited that an effective teacher needed in the classroom can only be developed by quality professional preparation resulting from quality career long professional development.

Capacity Building with ICT Skills to Enhance Teacher Competences

Research evidence continues to show the importance of teachers' pedagogical and content knowledge in improving students' learning outcomes. Stoop (2011) has shown that effective teachers have comprehensive pedagogical and content knowledge of subject matter and the learning process that influences student achievement. In addition, Kong, Miao and Lee (2009) explained that teachers requires technology resources to be able be to work with colleagues in a technologically supported instructional environment. Providing lifelong teacher preparedness and professional development, which includes structured opportunities for retraining, upgrading and acquisition of new knowledge and skills in-service, will build teacher competences (Kong, Miao & Lee, 2009).

Other strategies for enhancing teacher competences include enhancing professional growth of teachers through teacher retraining and encouraging benchmarking for best practices and embracing research and emerging technologies in education (RoK, 2005)

Resistance and Change Theory

Resistance Theory

Resistance theory was founded on the ideals of scholars that include Henry Giroux (1983). According to Giroux, resistance in education is weighted toward a highly technocratic rationality relying on logic from natural sciences. Resistance theory looks at education as being controlled by the state. For instance, development of education policies without the control of parents and teachers and provision of rules to follow in its implementation. According to Giroux the state imposes power on production of truth and knowledge about education. The emphasize is on expertise through certification, curriculum development and

professionalism with dominant ideology of separation of knowledge from power. Teachers are left to implement while schools are regarded as instruction sites where learning process is controlled.

Resistance theory links the display of behavior to the interest it stands for and goes beyond the interest that underlies its hidden logic. The implication of this theory is to indicate that the education laws and policies guide education and serve the interests of the state. The learning institutions embrace what the state and priorities of the policy dictates and implement the curriculum as dictated by the state. Sometimes teacher may resist and may change their minds with clarification of the policy.

Change Theory

The social scientist and contemporary theorist, Kurt Lewin in 1947, advanced the Change theory. The life of Lewin involved solving social conflict among the disadvantaged or minority groups. He believed that the permeation of democratic ideals into the society as a whole could assist solve social conflict and that learning was a sure way of enabling individuals to understand and restructure their perceptions of the world they live. Lewin therefore developed 3-step model of change referred to Unfreezing, Moving (Change) and refreezing. In unfreezing, the stability of human behavior is a result of a quasi-stationary equilibrium, which is supported by a complex field of driving and restraining forces. In the second state of change or moving, an individual is ready to take into account all forces at work and choose from all the available options. In this stage, without reinforcement, the change may not last. The third step is refreezing stage, which involves groups trying to stabilize, accept change and behaviors becomes the norm. With regard to organization, refreezing imply changes occur in organization culture, policies, practices and norms (Burns, 2004).

In the teacher training, it implies that teacher educators are resistant to change when new ideas for improving teaching are introduced. For instance, the emergent use of Information and Communication Technology as a preferred mode of instruction delivery in teaching was initially resisted, yet with emphasis by government on the need to embrace modern teaching methods, teachers have no option but to accept and adopt (RoK, 2013). Sometimes there are threats could arise out of teacher resistance to teacher education policies which is expected to be implemented without questioning. However, as teachers move along, they are able to accept the change by adapting to new teaching methodologies and working together in groups to create synergy.

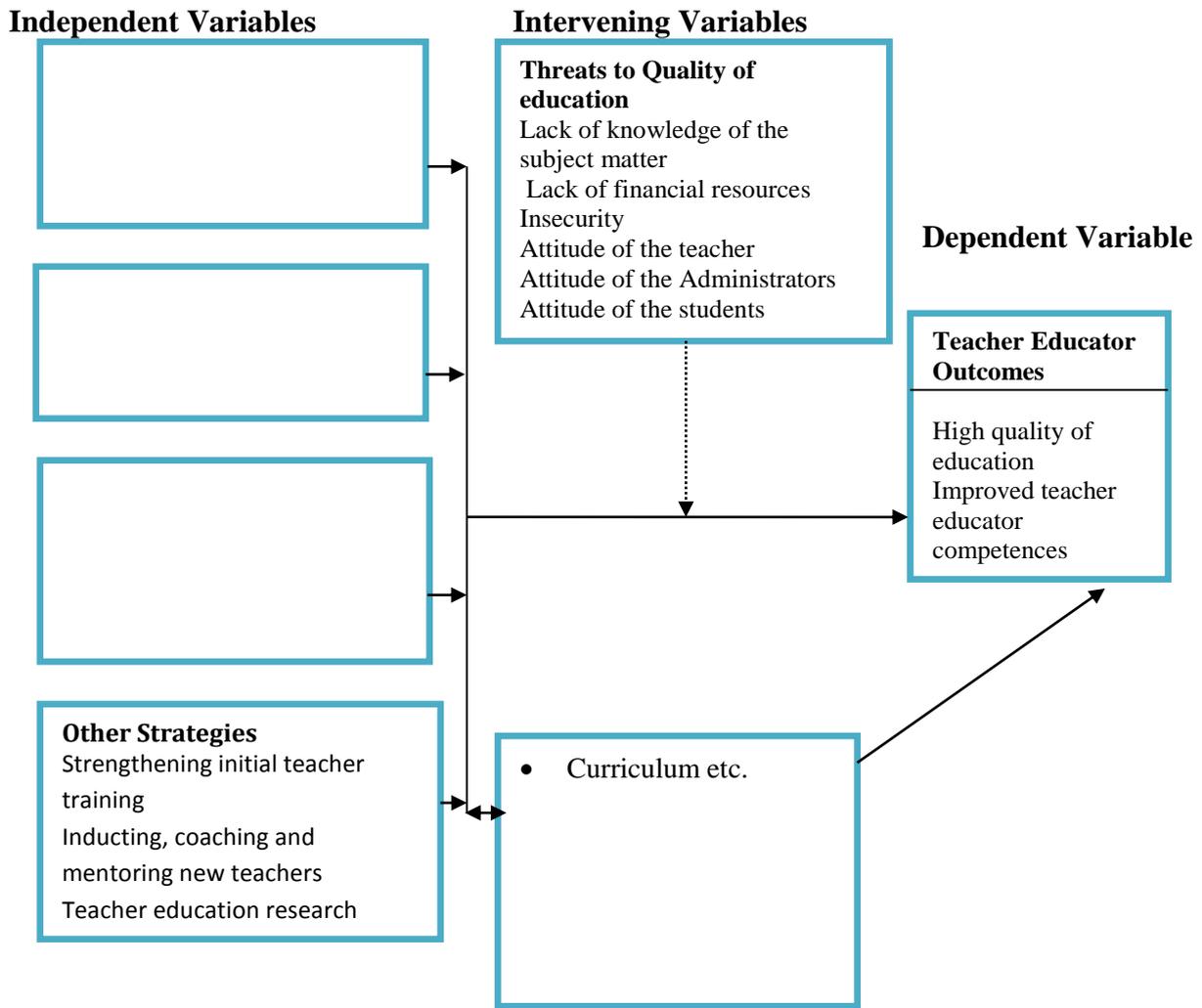


Figure 1: Conceptual Framework on the Strategies for Enhancing Teacher Educator Competencies in Teacher Training Colleges

Figure 1 shows how the independent variables interact to result in education outcomes of high education quality and improved teacher educator competences. The independent variables are the strategies aimed at improving teacher competences shown in framework. Acquisition of these teacher competences results in high quality education and improved teacher competences. Teacher educators are confident and willing to adapt changes resulting to high quality of education outcomes. However, as indicated by the intervening variable, there are threats to achieving teacher quality that includes; lack of knowledge of the subject matter, lack of financial resources, insecurity, attitude of the teacher, attitude of the administrators and attitude of the students.

Research Problem

Quality of education in teacher training colleges in Kenya is elusive. Tutors have not been able to train competent teacher trainees threatening the very foundation of furthering societal culture and values. Teacher educators are resistant to change instructional practices in their teaching, and the impact of teacher training in teaching of learners is questionable (RoK, 2010). Stakeholders in education sector have decried the quality of teacher preparation in teacher training colleges.

Despite Kenya government continued support to education sector through resource allocation, teacher issues relating to education quality continue to be the point of concern as

documented by educationists, research scholars and stakeholders. The problem emerging is whether tutors have problems relating to their teaching methodologies and competences. The issue is whether tutors are adequately prepared to bring changes in teaching approaches, to prepare competent teacher trainees for classroom practice and beyond. Evidence-based research indicates lack of proper teacher preparation or training. Majority of teacher educators have been documented to lack Trainer Education Qualification (RoK, 2010/2012; Kafu, 2011).

In addition, government-planning document indicates that Kenya has low learning outcomes for pupils in national examination due to non-attainment of the desired reading and numeracy competences (RoK, 2008). Evidence based research has shown that 2 out of every 3 pupils are deficient of actual literacy and numeracy skills and; fails to pass the basic tests in English, Kiswahili and numeracy set at standard two level. The quality of education at the foundation level is low (Uwezo East Africa, 2012). Limited quality assessments in basic educational institutions and few quality assurance and standards officers have meant other institutions escape unchecked (RoK, 2010).

Research Objectives

The purpose of the study was to investigate the strategies for enhancing teacher educator competencies to improve the quality of education in teacher training colleges in Nairobi County.

The specific objectives were to:

1. Establish the status of teacher education and teacher educator in teacher training in Kenya
2. Establish the strategies for enhancing teacher educator competences in TTCs in Nairobi County.
3. Examine the threats to quality of education in teacher training colleges in Nairobi County.

Research Question

The following were the research questions that guided the study:

1. What is the status of teacher education and teacher educator in teacher training in Kenya
2. How can teacher competences be enhanced to meet the teacher education objectives in Nairobi County?
3. What are the threats to quality of education in teacher training colleges in Nairobi County?

Methods

The researcher employed a case study design. Case study design was appropriate to the study as it involves carrying out contextual analyses of issues under investigation and relating to similar organizations (Sekaran, 2010). Data collection was done by use of questionnaires, interviews and document analysis. The researcher analyzed education policies, related legal documents and literature synthesis related to the area of study. The researcher used 10% as population sample size for education policy makers, teacher educators and teacher- trainees. The target sample was 10 education policy makers, 1 teacher training college, 1 teacher training college principal, 10 teachers and 50 teacher trainees. The Director of teacher training college was interviewed on the areas as stated in the research questions. Interviews are more flexible and assist in capturing in-depth information for the study (Kombo & Tromp, 2011). Questionnaires were administered to teacher educators and teacher trainees. The questionnaires were appropriate for the study as it allowed time for respondents to gather relevant information sought by the researcher, it was easy to administer and allows for reaching larger number of respondents (Kombo & Tromp, 2011). Data analysis was done

using frequencies, percentages and content analysis. Data presentation was done through use of tables.

Findings

The data were collected from 6 males and 3 females among the education policymakers and 5 males and 5 females for the teacher educators and 46 teacher trainees with 24 males and 22 females.

Strategies for Enhancing Teacher Competences in Teacher Training Colleges Professional Development of Teacher Educators and Teacher Competences

The variable considered the academic, professional teacher training and the experience of teacher educators. Education policymakers and teacher educators provided information on their highest academic qualifications, experience and professional teacher training.

Academic qualifications of teachers. The researcher sought to find out the highest academic qualifications, professional teacher training and experience from the education policy maker and teacher educator respondents. The respondents were further required to indicate the level of their education attainment.

Table 3: Academic Qualifications of Education Policy Makers and Teacher Educators Respondents

Statement	Responses			
	Frequency	Percent (%)	Frequency	Percent (%)
Academic qualifications for the Teachers				
Primary teacher Certificate (P1)			4	44.4
Diploma in Education	-	-	-	-
Bachelor of Education (Primary)			1	11.1
Bachelor of Education (Science)	1	10		
Bachelor of Education (Arts)	1	10	1	11.1
Masters Degree in Education	8	80	3	33.3
Total (N=10)	10	100	9	100

Table 3 shows majority (80%) of the education policymakers indicated they had Masters Degree in Education, (10%) had Bachelor of Education Science Degree while (10%) had Bachelor of Education Arts degree. As shown in Table 1, majority (44.4%) of the teacher educator respondents had Primary Teacher Certificate (P1), while (33.3%) had Masters Degree in Education. The findings from the study indicated that both the education policymakers and teacher educators in teacher training colleges have high academic qualifications. This enhances reliability of data as it was collected from highly qualified respondents who have hands-on-experience in education policy relating to teacher training. Most teachers had the minimum qualification, Primary teacher certificate needed for one to enter teaching profession, as they are trained teachers.

Teaching experience in teacher training colleges in Nairobi County. The respondents who were the policy makers and teacher educators were asked to provide information of their teaching experiences in teacher training. Table 4 shows the summary of the findings.

Table 4: Teaching Experience of the Respondents

Statement	Responses			
	Policy makers (N=9)		Teacher educators (N=10)	
	No.	Percent	No.	Percent
Less than a year	-	-	-	
1-5 years	3	33.3	1	10
6-10 years	1	11.1	3	30
11-15 years	5	55.5	5	50
20+ years	-	-	1	10
TOTAL	9	100	10	100

Table 4 shows that majority (55.5 %) of the education policy makers and majority of the teacher educators (50%) had experience of teaching at teacher training colleges. Teaching experience assists teachers to strengthen their teaching skills and to improve their teacher trainees learning outcomes.

Teaching methodologies in teacher training colleges in Nairobi County. The respondents who were the policy makers and teacher educators were asked to rate the statement on the teaching approaches used by teachers in teacher training using a Likert scale. Table 5 shows the summary of the findings.

Table 5: Teaching Methodologies in Teacher Training Colleges

Statement		Responses									
		Policy makers (N=9)					Teacher educators (N=10)				
		SD	D	N	A	SA	SD	D	N	A	SA
Discussions	Frequency		4	1	3	1	2	3	3	1	1
	Percentage (%)		44.4	11.1	33.3	11.1	20	30	30	10	10
Lecture	Frequency				2	7			1	2	7
	Percentage (%)				22.2	77.7			10	20	70
Role Play	Frequency		4		3	6		4	2	2	2
	Percentage (%)		44.4		33.3	66.6		40	20	20	20
Groups	Frequency		5	1	2	1		3	3	2	2
	Percentage (%)		55.5	11.1	22.2	11.1		30	30	20	20
Individually	Frequency				2	7				1	9
	Percentage (%)				22.2	77.7				10	90
ICT tools	Frequency		5	1	1	2		4	3	1	2
	Percentage (%)		55.5	11.1	11.1	22.2		40	30	10	20

As shown in Table 5 majority of the education policy makers and majority of the teacher educators indicated the use of variety of teaching approaches to enhance teaching and learning in teacher training colleges. The ratings were high for use of lectures and individualized teaching; majority (77.7%) of the policy makers indicated that majority of teacher educators use lectures and employ individualized teaching. In addition, majority (70%) of the teacher educators indicated that they use lecture and prefer to teach individually (90%). In addition, the findings from policymakers indicated that other teaching approaches such as discussions (10%), role-play (44.4%), working in groups (55.5%) and use of ICT tools (55.5%) in teaching seems not to be frequently used by teachers. These responses, agreed with responses of teacher educators that indicated discussions (20%), role play (40%), working in groups

(30%) and use of ICT tools (40%) in teaching seems not to be frequently used by teachers as strategies for improving teaching in the classrooms.

Instruction Practices for Enhancing Teacher Competences in Teacher Training Colleges in Nairobi County

The respondents who were the policy makers and teacher educators were asked to rate the statement on the instruction practices for improving teacher competences using a Likert scale. Table 6 shows the summary of the findings.

Table 6: Instruction Practices for Enhancing Teacher Competences According to the Policy Makers and Teacher Educators

Statement	Responses									
	Policy makers (N=9)					Teacher educators (N=10)				
	SD	D	N	A	SA	SD	D	N	A	SA
Content knowledge			1	1	7			3	1	6
			11.1	11.1	77.7			20	10	70
Instructional materials				4	5			1	3	6
				44.4	55.5			10	30	60
Evaluation and feedback				1	8				2	8
				11.1	88.8				20	80

Table 6 shows that majority (88.8 %) of the education policy makers and majority of the teacher educators (80%) agreed and strongly agreed that content knowledge is one of the strong instructional practices improving teaching in teacher training colleges. Majority (99.9 %) of the education policy makers and majority of the teacher educators (90%) indicated that instructional materials are one of the strategies for enhancing teacher competences. Majority (99.9 %) of the education policy makers and majority of the teacher educators (100%) agreed and strongly agreed that teacher evaluation and feedback is one of the strategies for enhancing teacher competences.

Capacity Building of Teacher Educators on ICT Skills to Enhance Teacher Competences

The respondents who were the policy makers and teacher educators were asked to rate the statement on whether ICT knowledge and skills improves teacher competences in teacher training colleges using a Likert scale. Table 7 shows the summary of the findings.

Table 7: Capacity Building of Teacher Educators on ICT Skills According to Policy Makers and Teacher Educators

Statement	Responses										
		Policy makers (N=9)					Teacher educators (N=10)				
		SD	D	N	A	SA	SD	D	N	A	SA
ICT content Knowledge and skills	Frequency				3	6			1	2	7
	Percentage (%)				33.3	66.6			10	20	70
Use of technology resources	Frequency			1	1	6				4	6
	Percentage (%)			11.1	11.1	66.6				40	60

Table 7 shows that majority (99.9 %) of the education policy makers and majority of the teacher educators (90%) agreed and strongly agreed that ICT content knowledge is one of the

strong strategies for improving teacher competences in teacher training colleges. Majority (66.6 %) of the education policy makers and majority of the teacher educators (60%) indicated that use of technology resources enhances teacher educator competences.

Other Strategies for Enhancing Teacher Competences

The respondents who were the education policy makers and teacher educators were asked to identify the strategies for enhancing teacher competences, which in turn would result in improved teacher trainees learning outcomes. The strategies that the study investigated included; strengthening initial teacher training, inducting, coaching and mentoring of new teachers and teacher education research. Table 8 summarizes the findings of the study.

Table 8: Capacity Building Strategies for Enhancing Students Performance

Strategies Identified	Responses					
	Education policy makers		Teachers Educators (N=83)		Teacher Trainees (N=46)	
	No.	Percent	No.	Percent	No.	Percent
Strengthening Initial teacher training	7	77.7	9	90	40	86.9
Inducting, coaching and mentoring of new teachers	8	88.8	7	70	39	84.7%
Teacher education research	8	88.8	6	60	42	91.3%

Table 8 shows that majority (77.7 %) of the education policy makers, (90%) of the teacher educators and (86.9%) of the teacher trainees respondents indicated that strengthening initial teacher education programmes would enhance teacher competences. In addition, the findings has show that majority (88.8 %) of the education policy makers, (70%) of the teacher educators and (84.7%) of the teacher trainees respondents indicated that induction, coaching and mentoring improve teacher competences of new teachers. The results of the findings further indicate that majority (88.8%) of the education policy makers, (60%) of teacher educators and majority of the teacher trainees (90%) indicated that teacher education research enhances teacher competences.

Teacher Competences in Teacher Training Colleges in Nairobi County

The respondents who were the policy makers and teacher educators were asked to rate the statement on whether teacher competences are needed by teachers in teacher training using a Likert scale. Table 9 shows the summary of the findings.

Table 9: Types of teacher competences teachers should acquire to improve teaching

Statement		Responses									
		Policy makers (N=9)					Teacher educators (N=10)				
		SD	D	N	A	SA	SD	D	N	A	SA
Knowledge competences	Frequency				5	4				5	5
	Percentage (%)				55.5	44.4				50	50
Methodological Competences	Frequency				2	7				4	6
	Percentage (%)				20	70				40	60
Technical competences	Frequency				4	5				1	9
	Percentage (%)				44.4	55.5				10	90
Disposition competences	Frequency				3	5				3	7
	Percentage (%)				37.5	62.5				30	70
Traversal competences	Frequency				1	6				4	6
	Percentage (%)				14.3	85.7				40	60
Institutional competences	Frequency				1	7				2	8
	Percentage (%)				12.5	87.5				20	80

Table 9 shows that majority of the education policy makers and majority of the teacher educators indicated the different variety of competences needed for teachers to acquire in order to improve teaching in teacher training. The competences included knowledge, methodological, technical, disposition, traversal, and institutional competences. The ratings were high above (55.5%) for all the competences tabulated implying stakeholder awareness of the need for teacher to have these capabilities in teaching to be regarded as highly competent.

Threats to Education Quality in Teacher Training Colleges

The respondents who were tutors and teacher trainees were asked to state whether there were threats and state the threats to teacher education and training. Table 10 summarizes the findings.

Table 10: Policy Makers, Tutors and Teacher Trainees Responses to Existence of Threats to Quality Education in Teacher Training Colleges

Existence of threats to quality education in teacher training	Responses					
	Policy makers (N=9)		Teacher educators (N=10)		Teacher Trainees (N=46)	
	No.	Percent	No.	Percent	No.	Percent
Yes	8	88.8	8	80	40	86.9
No	1	11.1	2	20	6	13.04
Threats to quality education in teacher training						
Lack of knowledge of the subject matter	5	55.5	4	40	35	76
Lack of knowledge on instructional practices	6	66.6	5	50	38	82.6
Limited financial resources	6	66.6	7	70	35	76
Poor infrastructural facilities	5	55.5	6	60	36	78
Insecurity due to terrorist like activities	6	66.6	8	80	40	86.9

Table 10 shows that majority (88.8 %) of the education policy makers and majority of the teacher educators (80%) and majority (86.9%) of the teacher trainees indicated existence of threats to quality education in teacher training. The threats indicated in the study that were rated highly by the respondents include lack of knowledge of the subject matter, the policy makers (55.5%), tutors (40%) and teacher trainees (76%); Lack of knowledge on instructional practices indicated by the majority (66.6 %) of the education policy makers and teacher educators (50%) and majority (82.6%) of teacher trainees; Limited financial resources indicated by the majority (66.6 %) of the education policy makers and teacher educators (70%) and majority (76%) of teacher trainees. Poor infrastructural facilities indicated by the majority (55.5 %) of the education policy makers and teacher educators (60%) and majority (78%) of teacher trainees. Insecurity due to terrorist like activities indicated by the majority (66.6 %) of the education policy makers and teacher educators (80%) and majority (86.9%) of teacher trainees.

The Principal of teacher training was asked to state the threats facing education quality in teacher training colleges and ways of addressing. The following are summary of the qualitative responses; lack of knowledge of the subject matter, most tutors do not prepare lesson plans unless they are constantly supervise, the duration of the practicum is short yet teacher trainees requires repeated practice. In addition, the teacher education curriculum needs review In addition it was noted that there were shortage of teachers and emerging insecurity poses a threat to training in TTCs.

Discussions

The strategies for improving teacher competences are widely discussed in research literature Darling Hammond (2012) has shown that professional development of teachers and learning opportunities relating to teaching ought to be linked to evaluation system.

The findings has revealed that professional development remains important strategies in building on teachers' knowledge, skills and attitudes hence improving teacher competences. In addition, strengthening initial teacher training, inducting, coaching and mentoring of new teachers and carrying out teacher education research enhances acquisition of teacher competences. The findings indicated that both the education policy makers and the tutors have the necessary qualifications, experiences, and professional education and training.

The findings of the study on teaching approaches have revealed that teacher educators have skills and knowledge gaps in preparation of teachers' as they do not apply adequately the use of variety of teaching methodologies such as role-play, discussions, groups and ICT skills. Bridging the gap between inadequate teaching competences and knowledge and skills for the tutors will require interventions to be undertaken through professional learning. Tutors are encouraged to acquire professional attitudes and behaviors to improve teaching.

This emphasis on professional development is confirmed by research reports that have laid emphasis on building instructional capacity for learning institutions through provision of instructional resources such as; instructional content knowledge, instructional materials, instructional relationships and organization structures that support identification, development and the use of instructional resources (Jaquith, 2012).

The findings have indicated that instructional practices by teachers such as content knowledge, instructional materials and teacher evaluation and feedback improve teacher competences. Improving teacher educators' instructional practices by technology-supported solutions will assist teachers adapt to changing global demands. Teacher educators are required to adopt to change by upgrading teaching skills and knowledge to suit current ICT technologies. As noted in the UNESCO strategy for teachers, technology solutions are a powerful strategy for improving teaching. Using ICTs will improve literacy in learning and traversal themes such as HIV/AIDs, Education for Sustainable Development and ICT mainstreaming.

Supporting beginning teachers through follow up after entering teaching profession will build their teaching competences that include; technical competences consist of communication tools, word processing, presentation tools, spreadsheet, web publishing, and social networking. The methodological competencies include; instructional competences, planning processes, pedagogical knowledge, content knowledge, classroom management and knowledge of students. Finally, the dispositions competences consists of; reflection, willingness to learn as well as innovate, emphasis on values, beliefs and interpersonal relationships (Lim, 2009). Teacher competencies should be continuously refined to suit the changing classroom practice.

Education is a catalyst for change requiring constant review to evaluate its relevance to societal needs and demands. The advent of globalization and knowledge economy requires teachers to embrace new learning approaches. Teachers are encouraged to be innovative by using teaching approaches more appealing to the learners, enhance learning environment, and encourage technology literacy, knowledge deepening and knowledge creation (UNESCO, 2008).

As established from the findings, effective implementation of education policies, adhering to relevant education legislations, will create enabling environment for teacher preparation. In addition, undertaking teacher professional evaluation, professional improvement and scaling up teacher educator and college initiatives will improve teacher competences and quality teaching in teacher training colleges (UNESCO, 2012).

The findings has shown the threats to quality of education in teacher training college as lack of adequate skills and knowledge, uncoordinated capacity development in-service education and training programmes, poor ICT and physical infrastructure, shortage of teachers and financial resources. In addition, insecurity is considered the emergent threat to education sector.

Conclusion and Recommendations

From the findings of the study, it can be concluded that despite teacher education programme being given support by government through existing policies and legislations, tutors in teacher training colleges have not been able to train competent teacher trainees. The research reports on teacher quality have called for continued assessment of the contribution of teacher educators in preparing teacher trainees in teacher training colleges (RoK, 2010). Contextual and other critical teacher issues contribute to poor preparation of teacher trainees. Limited knowledge on subject matter, limited funding to provide instructional resources, inadequate ICT and physical facilities, and emerging challenges related to insecurity threatening safety in teacher training colleges.

The recommendations were that stakeholders to be pro-active in coming up with workable solutions; stakeholders to be proactive in addressing issues touching on competencies and of quality education in teacher training colleges; in servicing teachers on teaching methodologies; teachers to embrace e-learning; the teachers to be part of the changes; Quality and standards assessment of quality to education should be strengthened and corrective strategies for enhancing teacher competencies in teaching to be enhanced; adequate proactive strategies ought to be developed to effectively address security challenges in teacher training colleges.

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